

Robert Smalls Middle

43 W. K. Alston Road
Beaufort, South Carolina 29906

Grades 6-8 Middle School

Enrollment 711 Students

Principal Denise R. Smith 843-322-2500

Superintendent Dr. Phillip J. McDaniel, Interim Superintendent 843-322-2300

Board Chair Dale Friedman 843-322-2356

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	12	28	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Below Average	No
2006	Below Average	Unsatisfactory	No

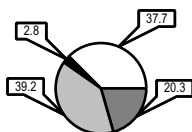
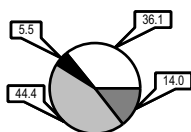
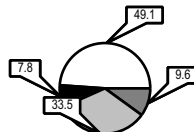
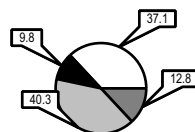
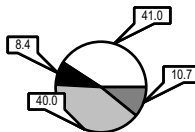
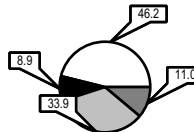
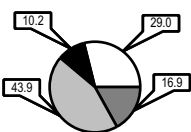
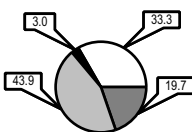
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

89.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.5
English 1	98.3	95.6
Biology 1/Applied Biology 2	N/A	44.5
Physical Science	100.0	62.6
All Subjects	99.2	95.6

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	709	98.2	36.6	39.9	20.7	2.8	31.4	Yes	Yes
Gender									
Male	370	97.3	44.3	42.0	13.4	0.3	22.1	N/A	N/A
Female	339	99.1	28.8	37.7	28.1	5.3	40.7	N/A	N/A
Racial/Ethnic Group									
White	289	98.6	27.9	42.6	24.3	5.2	42.2	Yes	Yes
African American	359	98.6	43.9	37.9	17.2	1.0	22.9	No	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	48	91.7	40.0	40.0	17.1	2.9	22.9	I/S	Yes
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	630	98.9	31.3	42.8	22.8	3.1	34.6	N/A	N/A
Disabled	79	92.4	81.5	15.4	3.1	0.0	4.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	709	98.2	36.6	39.9	20.7	2.8	31.4	N/A	N/A
English Proficiency									
Limited English Proficient	20	85.0	66.7	33.3	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	689	98.5	35.9	40.1	21.2	2.9	32.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	439	98.4	44.4	39.9	13.4	2.4	23.6	No	Yes
Full-pay meals	257	98.1	23.7	39.9	32.9	3.5	44.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	709	98.7	35.3	44.8	14.4	5.6	31.9	Yes	Yes
Gender									
Male	370	98.1	38.2	43.0	12.9	5.8	30.1	N/A	N/A
Female	339	99.4	32.3	46.5	15.8	5.3	33.7	N/A	N/A
Racial/Ethnic Group									
White	289	99.0	20.6	47.6	22.2	9.5	44.4	Yes	Yes
African American	359	98.6	47.3	42.2	8.6	1.9	21.7	No	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	48	97.9	39.5	42.1	10.5	7.9	31.6	I/S	Yes
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	630	99.5	31.8	46.7	15.3	6.2	34.5	N/A	N/A
Disabled	79	92.4	65.6	28.1	6.3	0.0	9.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	709	98.7	35.3	44.8	14.4	5.6	31.9	N/A	N/A
English Proficiency									
Limited English Proficient	20	100.0	61.1	38.9	0.0	0.0	22.2	I/S	I/S
Non-Limited English Proficient	689	98.7	34.5	44.9	14.8	5.7	32.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	439	99.1	42.7	43.0	10.9	3.4	23.7	No	Yes
Full-pay meals	257	98.4	22.8	47.8	20.2	9.2	45.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	709	98.9	48.4	33.9	9.9	7.8	17.8
Gender							
Male	370	98.6	50.2	30.5	10.0	9.3	19.3
Female	339	99.1	46.5	37.3	9.9	6.3	16.2
Racial/Ethnic Group							
White	289	99.3	33.1	39.0	12.6	15.4	28.0
African American	359	99.4	61.1	29.7	7.3	1.9	9.2
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	48	91.7	51.4	31.4	11.4	5.7	17.1
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	630	98.9	44.3	36.4	10.7	8.6	19.3
Disabled	79	98.7	80.0	14.3	4.3	1.4	5.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	709	98.9	48.4	33.9	9.9	7.8	17.8
English Proficiency							
Limited English Proficient	20	85.0	73.3	20.0	6.7	0.0	6.7
Non-Limited English Proficient	689	99.3	47.7	34.2	10.0	8.0	18.0
Socio-Economic Status							
Subsidized meals	439	99.1	57.3	31.0	7.3	4.4	11.7
Full-pay meals	257	98.8	33.5	38.7	14.3	13.5	27.8

Social Studies							
All Students	709	99.2	36.6	40.5	13.2	9.8	22.9
Gender							
Male	370	98.9	37.5	41.0	12.2	9.3	21.5
Female	339	99.4	35.6	39.9	14.2	10.2	24.4
Racial/Ethnic Group							
White	289	99.7	24.4	42.9	16.9	15.7	32.7
African American	359	99.7	47.0	39.7	7.9	5.4	13.2
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	48	91.7	40.0	34.3	20.0	5.7	25.7
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	630	99.0	32.1	42.9	14.1	10.8	25.0
Disabled	79	100.0	71.4	21.4	5.7	1.4	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	709	99.2	36.6	40.5	13.2	9.8	22.9
English Proficiency							
Limited English Proficient	20	85.0	73.3	20.0	6.7	0.0	6.7
Non-Limited English Proficient	689	99.6	35.7	41.0	13.3	10.0	23.3
Socio-Economic Status							
Subsidized meals	439	99.3	44.9	39.0	9.9	6.2	16.1
Full-pay meals	257	99.2	22.6	43.0	18.7	15.7	34.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	100.0	38.3	35.9	19.6	6.2	25.8
	7	254	100.0	33.6	47.7	18.2	0.5	18.6
	8	226	100.0	30.5	44.8	18.2	6.4	24.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	211	98.6	45.2	30.6	22.0	2.2	24.2
	7	258	96.5	31.6	45.9	19.6	2.9	22.5
	8	240	99.6	34.1	42.1	20.6	3.3	23.8
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	100.0	23.4	45.9	24.9	5.7	30.6
	7	254	100.0	26.8	48.6	16.8	7.7	24.5
	8	226	100.0	34.0	48.3	15.8	2.0	17.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	211	99.1	32.1	47.6	15.0	5.3	20.3
	7	258	97.7	33.6	46.9	14.2	5.2	19.4
	8	240	99.6	39.7	40.2	14.0	6.1	20.1
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	100.0	49.3	31.6	9.1	10.0	19.1
	7	254	100.0	39.1	36.8	12.3	11.8	24.1
	8	225	100.0	37.6	45.0	8.9	8.4	17.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	211	98.6	59.1	25.8	9.7	5.4	15.1
	7	258	98.4	43.0	37.9	9.8	9.3	19.2
	8	240	99.6	44.4	36.9	10.3	8.4	18.7
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	100.0	31.1	33.0	18.7	17.2	35.9
	7	254	100.0	36.4	41.4	13.6	8.6	22.3
	8	225	100.0	31.2	52.0	8.4	8.4	16.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	211	99.1	32.1	45.5	10.2	12.3	22.5
	7	258	98.8	45.3	37.4	6.5	10.7	17.3
	8	240	99.6	31.8	39.3	22.4	6.5	29.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 711)				
Students enrolled in high school credit courses (grades 7 & 8)	26.9%	Up from 20.9%	15.0%	16.7%
Retention rate	2.6%	Down from 6.0%	2.6%	2.5%
Attendance rate	95.4%	Down from 95.7%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	Down from 3.7%	0.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%	Down from 3.8%	0.2%	1.0%
Eligible for gifted and talented	15.7%	Down from 16.5%	15.7%	15.6%
On academic plans	42.6%	N/AV	45.7%	39.9%
On academic probation	42.6%	N/AV	0.6%	0.7%
With disabilities other than speech	11.5%	Down from 13.6%	13.4%	12.4%
Older than usual for grade	4.4%	Down from 5.7%	4.7%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.9%	Up from 2.5%	1.2%	0.9%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	44.9%	Down from 46.0%	48.3%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	47.1%	N/A	7.6%	9.1%
Teachers with emergency or provisional certificates	5.4%	Down from 9.1%	5.4%	5.6%
Teachers returning from previous year	77.5%	Down from 78.0%	83.2%	84.6%
Teacher attendance rate	95.7%	No change	95.0%	94.8%
Average teacher salary	\$41,749	Up 0.4%	\$41,278	\$42,267
Prof. development days/teacher	12.8 days	Down from 15.8 days	12.8 days	11.9 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.1 to 1	20.2 to 1	21.1 to 1
Prime instructional time	89.0%	Up from 87.5%	89.1%	89.0%
Dollars spent per pupil*	\$6,728	Down 2.8%	\$6,025	\$6,243
Percent of expenditures for teacher salaries*	62.7%	Up from 61.3%	60.9%	59.8%
Percent of expenditures for instruction*	66.0%		66.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.8%	Down from 96.5%	97.5%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year began with continued emphasis on raising student achievement in both math and English language arts areas as well improving the culture and climate at Robert Smalls. The dedicated efforts of all stake holders in improving both the culture and climate at the school resulted in Robert Smalls Middle being selected by the State Department of Education as a Red Carpet School, which means that RSMS is a school that has a family-friendly program that includes a philosophy of putting visits or customers first as they provide them with current information in a warm, inviting atmosphere. We were also very pleased and appreciative for all of the volunteers who supported our school during the year, especially our SIC and PTO organizations. We were pleased to have students recognized in the following ways due to the collaborative efforts of our teaching staff: the state sixth grade DAR essay content winner along with winners in all places in grades six and seven in the district contest, 11 South Carolina Junior Scholars, 2 Duke Talent Identification Program Scholars, the only middle school student to make the State All-State Band program, a third place in the state chess championship tournament among 28 middle schools, two overall winners at the Sea Island Regional Science Fair, and an eighth grade district middle school basketball championship. We are proud to continue to be the only middle school in Beaufort County that is a State Exemplary Writing School Award Winner.

Throughout the year teachers have worked to integrate problem solving, reasoning, and critical thinking into all curricular areas. All students were involved in problem-based learning units that had a real-world focus while being based on South Carolina Curriculum Standards. Technology was used to support these curricular investigations and to provide opportunities for students to integrate it into their learning, making their educational program more meaningful and relevant.

Student achievement measured by the 2005 PACT did show some expected gains. Our students' scores in both English language arts and math improved two percentage and four points, respectively, from the 2004 testing. Although gains were recorded, the staff continued to review the causes for any area that did not show an increase and developed a plan for improvement in that area. All English, math, and science teachers participated in a workshop during the first nine weeks of school on using data from the Measures of Academic Progress (MAP) to improve the instructional program for each student. School-wide writing exercises in all four academic areas were implemented. Common assessments in the four content areas were administered to provide feedback on our students' progress in reaching goals set in each content area. Parents were kept informed of their child's progress in these areas. We believe that the commitment by all teachers to deliver a meaningful educational program for students that ensures mastery of grade-level concepts will result in improvement in our scores on the 2006 PACT. This intense focus will also provide the foundation for success needed as students move to the next level of their educational program.

We are very excited about implementing the Middle Years Program during the 2006-2007 year. We have already begun the necessary training for teachers to be prepared to implement this academic program that focuses on rigor, appreciation of diversity, and international awareness. I look forward to working with staff, parents, and the community during the 2006-2007 school year to establish Robert Smalls as a premiere middle school in South Carolina.

James Glasson, Chairman, School Improvement Council
Denise R. Smith, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	208	96
Percent satisfied with learning environment	69.4%	58.4%	66.0%
Percent satisfied with social and physical environment	79.6%	63.7%	60.4%
Percent satisfied with school-home relations	36.7%	74.9%	68.8%

*Only students at the highest middle school grade level at this school and their parents were included.